Agenda for Bilingual Certification Advisory Work Group Wednesday, November 16, 2005

| Time | Activity |
|---------------|---|
| 9:30—10:00 | Sign-in table; coffee |
| 10:0010:45 | Welcome; Review "Charge to Work Group" and updated "Group Norms" Discuss role of participants and audience members |
| 10:45—11:15 | Review Outcomes of October 13 – 14, 2005 meeting (See "Outcomes of BCAWG Meeting October 13–14, 2005") Discuss process for answering the policy questions for Commission consideration (See "Options Worksheet") |
| 11:15 – 12:00 | Update on stakeholder group meetings in Los Angeles, Riverside, and Bay Area. How will BCAWG synthesize data from stakeholder groups? |
| 12:00—1:15 | LUNCH (on your own) |
| 1:15—1:35 | Public comment from audience members |
| 1:35 – 3:30 | Small group breakout to develop possible answers to policy questions using "Options Worksheet" |
| 3:30—4:15 | Reporting out of small group discussion. |
| 4:15—4:30 | Summarize findings; review and/or revise Thursday's agenda |
| "Hotel work" | Synthesize questionnaire data from stakeholder meetings in Los Angeles, Riverside, and East Bay. |

Agenda for Bilingual Certification Advisory Work Group Thursday, November 17, 2005

| Time | Activity |
|-------------|---|
| 8:45—9:00 | Sign-in table; coffee |
| 9:00—9:15 | Review of yesterday's activities & review agenda for the day |
| 9:15—10:30 | Discuss findings of stakeholder questionnaires in breakout groups; compare with "Options Worksheet" data. Report out summaries of breakout groups |
| 10:30—12:00 | Discuss policy developments in other areas of teacher preparation and education that overlap with work group policy questions. Share and discuss current research in the area of bilingual education and certification as they pertain to the four policy questions—in small groups or work group as a whole |
| 12:00—1:00 | LUNCH (on site) |
| 1:00—1:20 | Public comment from audience members |
| 1:00—2:00 | Focused discussion on language proficiency assessments within and outside of the field of education. Which might be used for testing language proficiency for prospective bilingual teachers? |
| 2:00—2:30 | Conclusion/recap of meeting outcomes; next steps: 1. Work to be done prior to next meeting 2. Tentative agenda for next meeting |